

Laying Foundations: Social and Emotional Development in the Earliest Years

Applying the Information

Use the questions below to consider how your work in supporting the social and emotional development of young children. Individuals can respond to these questions on their own, to consider how they can use what they heard on this audioconference. Staff can also work with partners or as teams to discuss the ways you support social and emotional development in infants and toddlers.

(Questions 1 and 7 are from **Before We Begin: A Pre-Activity for *Laying Foundations***. Feel free to use what you have already written for this activity.)

- 1a. Consider an infant or toddler (from birth to three years) who you work with or have recently known. Think of a moment - a quick, simple interaction - that you had with him or her. How old was the child at the time?
- 1b. Describe that moment that you spent together. What did you do? What did the child do?
2. Which stage of infancy was the child in?
3. In your interaction, did you support the child in security/exploration/identity? If so, how?
4. In your interaction, did you support the child in developing one or more of the seven characteristics identified in Heart Start as preparing a child for school success? If so, how?
5. In many programs, staff have an opportunity to talk about their interactions with children through regular supervision, case reviews, or observation and feedback from colleagues. How do direct service staff in your program reflect and receive feedback on their work? How are these strategies working well? How can they be improved so that staff feel supported and knowledgeable in their daily interactions with children and families? Make a plan! How can you enhance the ways in which staff receive this needed feedback?
6. Look at *Reflecting on My Work*, the chart on page 13. How can you use this in your practice? Make a plan! How can you use this sheet to document the ways that you impact children and families?

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7. In the Pre-Activity for this audioconference, we asked you whether you believed that a child's experiences in the first three years of life have a major impact on their performance in school many years later. What did you say then? What about now? Why? (Clearly, we believe that those experiences are very important. We hope that you find ways to celebrate the work you do on a daily basis to give children an early head start on school success.)

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Reflecting on My Work**

Use this chart to consider what you teach in interactions that you have with the children and families you see in the classroom or on home visits. In the first column, describe the interaction, in as much detail as possible. In the second, describe what the child learned. In the third, consider the seven characteristics identified in *Heart Start* (ZERO TO THREE, 1992) as preparing children for school (confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate, and cooperativeness). Which *Heart Start* characteristic(s) are developing in the child as a result of this interaction?

Child's age:

Child's stage of infancy:

Interaction	The child learned . . .	Related Heart Start characteristic(s)

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Selected Resource List

For more information, see the following resources:

Brazelton, T. Berry. *Touchpoints: Your Child's Emotional and Behavioral Development*. Cambridge: Perseus Books, 1992.

Center for Child and Family Studies and California Child Development Division. *Infant-Toddler Caregiving: A Guide to Language Development and Communication*. Edited by J. Ronald Lally, Peter L. Mangione, and Carol Lou Young-Holt. Sacramento: California State Department of Education, 1992

Early Head Start National Resource Center. *The Foundations for School Readiness: Fostering Developmental Competence in the Earliest Years*. Washington, DC: Head Start Bureau, 2004.

Klass, Carol Speekman. *Home Visiting: Promoting Healthy Parent and Child Development*. Baltimore: Paul H. Brookes, 1996.

Lally, J. Ronald, ed. *A Guide to Social-Emotional Growth and Socialization*. Sacramento, CA: California Department of Education, 1990.

Lally, J. Ronald, Abbey Griffin, Emily Fenichel, Marilyn Segal, Eleanor Szanton, and Bernice Weissbourd. *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice*. Washington: ZERO TO THREE, 1995.

Lerner, Claire, and Amy Laura Dombro. *Learning and Growing Together: Understanding and Supporting Your Child's Development*. Washington, DC: ZERO TO THREE, 2000.

Lieberman, Alicia F. *The Emotional Life of the Toddler*. New York: The Free Press, 1993.

National Research Council Institute of Medicine and Committee on Integrating the Science of Early Childhood Development. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Edited by Jack P. Shonkoff and Deborah A. Phillips. Washington: National Academy Press, 2000.

Segal, Marilyn. *Your Child at Play: Birth to One Year – Discovering the Senses and Learning About the World*. 2nd ed. New York: Newmarket Press, 1998.

Segal, Marilyn. *Your Child at Play: One to Two Years – Exploring, Making Friends, and Pretending*. 2nd ed. New York: Newmarket Press, 1998.

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Segal, Marilyn. *Your Child at Play: Two to Three Years – Growing Up, Language, and the Imagination*. 2nd ed. New York: Newmarket Press, 1998.

WestEd Center for Child and Family Studies and the California State Department of Education. *Program for Infant Toddler Caregivers, Module 1: Social-Emotional Growth and Socialization*. Sausalito: WestEd, 1993.

ZERO TO THREE. *Heart Start: The Emotional Foundations of School Readiness*. Washington: ZERO TO THREE, 1992.

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